CalTPA

Implementation Manual

CalTPA
CALIFORNIA TEACHING PERFORMANCE ASSESSMENT

Implementation Manual

Table of Contents

Section III: Data Collection

Section IV: References

Introduction

The California Teaching Performance Assessment (CalTPA) is the state's model of performance assessment of the knowledge, skills and abilities of elementary and secondary level beginning teachers. The CalTPA was initially developed in response to state legislation (Chap. 548, Stats. 1998) and implemented on a statewide basis on July 1, 2008 in response to subsequent state legislation (Chap. 517, Stats. 2006). The CalTPA is one of three models of performance assessment currently approved by the Commission for use in California preliminary teacher preparation programs. Candidates for a multiple or single subject credential must successfully complete the teaching performance assessment requirement as one of the bases for the recommendation for a preliminary credential.

The CalTPA is based, as are all approved TPA models, on California's *Teaching Performance Expectations*. The *Teaching Performance Expectations* exemplify the set of knowledge, skills and abilities defined in the *California Standards for the Teaching Profession* as these standards apply to a beginning teacher.

This manual is part of a series of publications designed to assist program sponsors with implementing the California TPA model. In addition to this manual, there are also a candidate handbook, public information pieces, and other documents that can help inform program sponsors, candidates, faculty, and the public about the teaching performance assessment requirement in general, and about the CalTPA model in particular. A complete list of references as well as contact information for further assistance with CalTPA implementation may be found at the end of this manual.

The manual is organized into several major sections. The first section focuses on the history, development and validation process of the CalTPA model. The middle section provides descriptive information about the model and practical information for program sponsors regarding appropriate implementation of the CalTPA. The final section provides information about performance data collection, references, and contact information.

This document will continue to be updated as the implementation of the mandated teaching performance assessment evolves over time. The most current version of this manual will be maintained on the Commission's website at www.ctc.ca.gov/educator-prep/TPA.html.

IMPLEMENTATION MANUAL

CalTPA

CALIFORNIA TEACHING PERFORMANCE ASSESSMENT

Section I: History, Development and Validation
of the CalTPA Model

Background

The history of California's teaching performance assessment requirement begins with the passage of SB 2042 in 1998. With this landmark legislation, the state legislature mandated significant reforms in the preparation of teachers. As part of that reform, the Commission on Teacher Credentialing adopted revised standards for preliminary teacher preparation programs and for professional teacher induction programs in order to create a "continuous, connected system of learning to teach across the three years of professional education" that is aligned to the State Board of Education adopted K-12 content standards (*CTC, Category A: Program Design, Governance and Qualities*, adopted September 2001).

Within the new program standards, two standards in particular signaled the close connection required to be established within each teacher preparation program between theory and practice: *Program Standard 1: Program Design* and *Program Standard 3: Relationship Between Theory and Practice*. These two standards outline expectations for coursework and field experiences that are based on a "clearly stated rationale with a sound theoretical and scholarly foundation anchored to the knowledge base of teacher education." These expectations include opportunities for candidates to:

- Learn to teach the content of the state adopted K-12 academic content standards (*Program Standard 1*)

- Learn to use state-adopted K-12 instructional materials (*Program Standard 1*)

- Learn to assess student progress and apply findings to teaching students (*Program Standard 1*)

- Know and understand the foundations of education and the functions of schools in society (*Program Standard 3)* and

- Develop pedagogical competence as defined by the *Teaching Performance Expectations* (TPEs) (*Program Standard 1)*.

The emphasis within the new standards on candidate competencies relative to the TPEs includes the requirement that "the program provides multiple opportunities for teacher candidates to practice the TPEs" (*Program Standard 1*). This emphasis reflects the importance of the TPEs as the foundational set of knowledge, skills and abilities on which all of California's multiple routes to earning a credential are based.

Each Teaching Performance Expectation is a statement describing an integrated set of pedagogical tasks, knowledge, skills, and abilities related to teaching. The TPEs, which are based on the *California Standards for the Teaching Profession,* were developed over a two-year period with significant field involvement through a Job Analysis Study conducted by the CTC and WestEd, a validity study by the CTC and American Institutes for Research (AIR), and two K-12 alignment studies conducted by the CTC with selected K-12 academic content specialists. The TPEs were adopted by the CTC in September 2001.

In order to assure that teacher candidates are proficient in the TPEs, the SB 2042 standards also mandated that candidates must successfully pass an assessment of their performance with respect to the TPEs. Teacher preparation program sponsors are required to assist candidates to prepare for this assessment by providing opportunities to learn about and practice the TPEs as well as the complex pedagogical tasks found in the TPA assessment. Program sponsors must document that the candidate has met the teaching performance assessment requirement as one basis for the recommendation of a candidate for a preliminary credential (*California Education Code, 2002, § 44320.2*).

Development of the CalTPA Model

As the SB 2042 program standards were being developed in response to the 1998 legislation, work also began on the development of the CalTPA, which is the Commission's model of the teaching performance assessment. Between 1999-2002, the California TPA was developed by the CTC and its contractor, Educational Testing Service (ETS). Within the new teacher preparation standards, a set of assessment quality standards guided the design and development of the CalTPA. These standards were *Teacher Preparation Program Standard 19: Assessment of Candidate Performance,* and *Assessment Quality Standard 20: Assessment Designed for Reliability and Fairness* (CTC, *Category E: Teaching Performance Assessment in the Program*, adopted September 2002, suspended 2003, revised and readopted 2006).

From 2003 to 2007, further development and statewide implementation of the CalTPA was halted due to the state's fiscal condition. During that time period, many local teacher preparation programs voluntarily implemented parts or all of the CalTPA. However, in 2006, new state legislation (Chap. 517, Stats. 2006) mandated that the teaching performance requirement be implemented on a statewide basis for all multiple and single subject candidates who began their teacher preparation program on or after July 1, 2008.

As of 2006, CalTPA development had been completed for multiple subjects and for four of the single subject areas (English, Mathematics, History-Social Science, and Science). However, the Subject-Specific task of the CalTPA had not yet been completed for any of the other thirteen single subject areas (Art, Agriculture, Business, Health Science, Home Economics, Industrial and Technology Education, Languages Other Than English, Music, Physical Education, Specialized Science: Biology, Specialized Science: Chemistry, Specialized Science: Physics, and Specialized Science: Geosciences). In addition, the multiple subject version of this task had been in continuous use for a long enough period of time that a new version was needed. In order to complete the CalTPA development process and also provide a new version for multiple subject candidates, the Commission contracted again with ETS in 2007 to complete the build-out of the CalTPA for the Subject-Specific Pedagogy Task for all single subject areas

as well as provide a new version of this task for multiple subjects. Teacher preparation programs were given an additional year before they were required to implement the TPA with candidates in any of the specified additional single subject areas. Development is expected to be completed for full implementation in all subject areas as of July 1, 2009.

The Tasks of the CalTPA

Given the legislative requirement that the teaching performance assessment must assess candidate competency with respect to the TPEs, the CalTPA was conceived as a set of four interrelated tasks that increase in complexity, and that individually and collectively measure multiple TPEs in multiple ways. These tasks were designed to be embedded within the teacher preparation program and to be completed by candidates within the teacher preparation program sequence.

The four CalTPA tasks are:

Subject-Specific Pedagogy

This written task presents four case studies that require the candidate to relate subject matter skills and knowledge in accordance with K-12 Student Academic Content Standards to specific teaching methods and instructional approaches appropriate to the particular discipline.

Designing Instruction

This five-step written task requires the candidate to make appropriate connections between what the teacher knows about the students in his/her class and instructional planning based on state K-12 Academic Content Standards for those students. Planning must include the whole class and two specific focus students (an English learner and a student with a different

instructional challenge). In this task, candidates also reflect on how they connected instructional planning to student characteristics.

This task must be completed in an actual K-12 setting experience by the candidate. For this task, it is not appropriate for programs to provide the candidate with a video or printed information about a class with whom the candidate has not had personal experience.

Assessing Learning

This six-step written task requires candidates to demonstrate their ability to design developmentally-appropriate student assessment activities, based on state-adopted academic content standards for students that measure student learning. The candidate learns in depth about two focus students (an English learner and a student with an identified special need) and makes adaptations to the plan based on that information; conducts the assessment activities appropriately; analyzes the student assessment outcomes to diagnose student instructional needs; and reflects on the assessment experience.

This task must be completed during a field experience such as student teaching or intern teaching, where the candidate is providing instruction to actual K-12 students in a classroom setting.

Culminating Teaching Experience

In this six-step written and video recorded task, the candidate designs a standards-based lesson for a class of students and teaches that lesson to her/his students within the classroom setting, while making appropriate use of class time and instructional resources, meeting the differing needs of two individual focus students within the class (an English learner and a student with a different instructional challenge), managing instruction and interactions with and between students, and assessing student learning.

Following the lesson, the candidate demonstrates the ability to analyze the strengths and weaknesses of the lesson. To promote reflective practice in teaching and to ensure equity to

all candidates in the scoring of the task, a 20-minute video of the lesson is made by the candidate and reviewed by the assessor.

This task must be completed during a field experience such as student teaching or intern teaching, where the candidate is providing instruction to actual K-12 students in a classroom setting.

Complete information about each of the four tasks, along with directions for completing each task, can be found in the California Teaching Performance Assessment Candidate Handbook (www.ctc.ca.gov/educator-prep/TPA.html).

Validity and Reliability of the CalTPA (2003)

Validity of the CalTPA

Teacher Preparation Program Standard 19 (2001) required teacher preparation programs to "determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of the Teaching Performance Expectations (TPEs) as they apply to the subjects to be authorized by the credential." The CalTPA was developed using activities designed to meet this requirement.

In order to ensure that the CalTPA is inclusive of the domains of the TPEs, a TPA Focus Review group, representing 22 public and private teacher preparation programs across California, met from October 2001 to May 2002 to assist with the design of the CalTPA tasks. During this time, they reviewed the draft tasks, used the original drafts of the tasks with teacher candidates, and confirmed the connection of the TPA tasks to the TPEs. Their work, combined with the feedback from candidates and instructors, informed the Pilot and Field Review version of the tasks. In January 2003, an alignment study was conducted that documented the TPEs

addressed by each prompt in the four TPA tasks and determined that each of the four assessment tasks is aligned with multiple domains of the TPE.

The validity of the CalTPA is based on the connection of the tasks to the TPEs. The following processes were used to document these connections.

Pilot Study Activities

Between November 2001 and February 2002, 761 candidates from 21 teacher preparation programs completed the Pilot versions of the CalTPA tasks. Candidates and instructors completed feedback forms about the tasks, their assessment experience, and recommendations for future versions and administration of the tasks. Participants in the June 2002 Formative Scoring session, drawn from the Focus Review Group and additional California teacher educators, reviewed candidate responses using draft TPE proficiency scales and task-specific rubrics. The CTC and ETS provided training in bias awareness, evidence collection, TPEs and scoring. Participants provided feedback on the training as well as on task alignment with the TPEs. Feedback from participants in the pilot was also elicited on the clarity of task directions, cultural and linguistic sensitivity within the tasks, terminology used, and authenticity, fairness, and equity of the tasks for all candidates. In addition, participants provided input on the specificity, complexity, redundancy, completeness, and language used in the task prompts.

The CalTPA tasks are measurable on multi-level scoring scales. During Formative Scoring activities in May and June 2002, assessors reviewed task responses using draft TPE proficiency scales and task-specific rubrics. Assessors reported the usefulness and confidence they felt in applying the task-specific rubrics to candidate responses, and those rubrics became a part of the CalTPA.

BACKGROUND

Field Review Activities

Between September 2002 and April 2003, approximately 400 candidates from 23 teacher preparation programs completed Field Review versions of the CalTPA. Each candidate completed all four tasks. Candidates and instructors completed feedback surveys for each task and for the TPA experience as a whole. Participants provided feedback on their assessment experience, the tasks, task-specific rubrics, and assessment administration.

Participants in Benchmarking, April-May 2003, and Assessor Training/Scoring, June 2003, scored candidate responses using draft task-specific rubrics. Benchmarkers and Assessors received training in bias awareness, the TPEs, evidence collection, note taking, and scoring. These groups provided feedback on the training as well as on the tasks and scoring of responses using the task-specific rubrics.

Reliability of the CalTPA

To ensure CalTPA reliability, parameters and guidelines were established during Benchmarking of the Field Review candidate responses and Assessor Training/Scoring. Educators from approximately 40 programs representing a cross-section of teacher preparation programs in California participated in Benchmarking for five days in April-May, 2003. During this part of the TPA development, Benchmark and Independent Scoring Cases were selected and validated for each task.

The CTC offered Assessor Training/Scoring for teacher preparation programs in 2003. For each task, Assessors were trained, using the Benchmark and Independent Scoring cases, to score candidate responses using multilevel task-specific rubrics. Calibration processes for scorers were established and documented. Scores from double-scored cases used to estimate inter-rater reliability were collected during the June 2003 scoring sessions. These data were used to document the consistency of the scoring as a function of the assessment design and assessor training.

IMPLEMENTATION MANUAL

Validity and Reliability of the Further Development of the CalTPA (2008)

The CalTPA was ready for full implementation as of July 1, 2008 for multiple subject candidates and for candidates in the four single subject areas of English, Mathematics, History-Social Science, and Science. However, the Subject-Specific Pedagogy task of the CalTPA had not been fully built out yet to include all of the single subject content areas. To address the remaining fourteen single subject areas for this task (Art, Agriculture, Business, Health Science, Home Economics, Industrial and Technology Education, Languages Other Than English, Music, Physical Education, Specialized Science: Biology; Specialized Science: Chemistry; Specialized Science: Physics; and Specialized Science: Geosciences), the Commission contracted again with ETS, which had overseen the initial development and validation of the CalTPA. In addition, the Commission asked for the development of an additional version of the multiple subject task since the original version had been in continuous use since the pilot phase of CalTPA implementation. In January 2008 a panel of content experts representing each of the content areas under development met with ETS and Commission staff to develop the new tasks. In order to insure continuity, the original template used in the development of the existing Subject-Specific Pedagogy tasks was used for these areas.

From March through April 2008 the sample tasks were sent out and reviewed by university faculty, master teachers, field supervisors and other education experts. From September through December 2008 the new tasks entered the pilot phase where teacher candidates throughout the state completed the pilot tasks. In January 2009 a second panel of content experts met to set Benchmark scores. In February 2009, a third panel of content experts met to perform the content validation study to insure that the new tasks measured the knowledge and skills that were reflected in the Teaching Performance Expectations. The new Subject-Specific Pedagogy tasks are scheduled to be implemented with candidates in July 2009.

BACKGROUND

Fairness of the CalTPA

Teacher licensure assessments are also required to be fair and equitable to all candidates. Fairness is established by minimizing factors unrelated to pedagogical competence and monitoring assessment results to assure that differential results are not related to candidates' race, ethnicity, language, gender, or disability. Other important elements related to fairness include developing scoring scales, developing assessor training procedures, and publishing a clear statement of the intended use of the assessment to determine pedagogical competence of candidates. In addition, fairness issues also relate to the consistency of the administration of the CalTPA system and the scoring of candidate responses.

At each step in the development process of the CalTPA, issues of fairness to candidates were discussed and addressed. From the initial draft of the tasks through the tryout phase, Pilot Test, and Field Review implementation, the tasks were designed and adjusted to minimize bias related to language, race, ethnicity, gender, or disability. The Pilot and Field Review participants' demographics show that both rounds of tryouts had responses from a group of candidates representing diversity in program size, program type, geographical location, ethnicity, and gender. In addition to being scrutinized by educators from California teacher preparation programs, all tasks, task directions, support materials, and task-specific rubrics were independently reviewed by the CTC and by the ETS Bias Review committees. Reviewers at the CTC and ETS indicated that the tasks, task-specific rubrics, and guidebook did not contain language that was viewed as potentially biasing.

The Assessor Training incorporates design elements, discussion topics, training activities, and materials to raise awareness of assessor bias in scoring candidate task responses. In order to be qualified as an assessor, participants in assessor training must demonstrate skill in understanding and recognizing personal and professional bias and using evidence rather than opinion as the basis for a judgment. Assessor training uses Benchmark cases, Independent Scoring cases, and scoring procedures that focus primarily on teaching performance and minimize the effects of candidate factors that are not related to pedagogical competence. In

addition, a sample database template was developed by the CTC to assist program sponsors in collecting CalTPA data in order to determine if differential results are related to candidates' race, ethnicity, language, gender, or disability.

Program sponsors that adopt the CalTPA are provided materials and guidance for administration of the system. Adherence to the established administration protocol contributes to the validity, reliability, and fairness of the CalTPA.

IMPLEMENTATION MANUAL

CalTPA

CALIFORNIA TEACHING PERFORMANCE ASSESSMENT

Section II: Description and Implementation of the CalTPA Model

Introduction

The California TPA is a performance assessment system for teacher candidates that includes the following components:

A.   Four candidate performance tasks, including scoring rubrics and Record of Evidence for evaluating candidate responses to the tasks

B.   Assessor training

C.   Lead assessor training

D.   Implementation procedures and requirements

E.   Technical assistance to program sponsors

Each system component incorporates associated reference materials, including a Candidate Handbook; Assessor training, calibration and recalibration materials; Lead Assessor training materials; and this Implementation Manual. All CalTPA materials are public with the exception of the Benchmark Cases, Independent Score Cases and associated materials used for the calibration and recalibration of assessors, which are test-secure materials.

This section of the *CalTPA Implementation Manual* presents the detailed overview of the components of the CalTPA model, along with component-specific implementation guidance for program sponsors.

Definition of "Performance Assessment"

"Performance Assessment" is a form of testing that requires an individual to demonstrate that he/she has the requisite knowledge, skills, and abilities needed for a particular job. The set of clearly identified knowledge, skills and abilities is typically measured through individual performance on one or more specific tasks. Individuals develop their approaches to the task under specified conditions, knowing that their work will be evaluated according to defined standards.

THE CalTPA MODEL

Common Characteristics of Teaching Performance Assessment Models in California

All approved teaching performance assessments in California require a candidate to demonstrate mastery of California's *Teaching Performance Expectations (*TPE*s)* for beginning teachers as well as to demonstrate his/her ability to appropriately instruct all K-12 students in the Student Academic Content Standards. Each of the three approved teaching performance assessment models require a candidate to complete defined tasks relating to subject-specific pedagogy, designing and implementing instruction and student assessment, and a culminating teaching experience or event. When taken as a whole, teaching performance assessment tasks/activities multiply measure the TPEs. Candidate performances are scored by trained assessors against one or more rubrics that describe levels of performance relative to each task/activity. Each model must also meet and maintain specified standards of assessment reliability, validity, and fairness to candidates.

Candidates Subject to the TPA

The Teaching Performance Assessment is a requirement for an initial Multiple Subject or Single Subject credential. Candidates who are obtaining an initial multiple subject credential and an initial education specialist credential concurrently are subject to the TPA requirement for the multiple subject credential. The TPA is not required for adding an authorization to an existing valid multiple, single subject or special education credential

The following types of candidates are subject to the teaching performance assessment requirement:

- All candidates who started a Commission-approved multiple and single subject teacher preparation program as of July 1, 2008 must meet the teaching performance assessment requirement. If a program voluntarily adopted the TPA requirement prior to July 1, 2008, then these candidates are also held to the TPA. Candidates for a dual credential may complete the TPA in one of the two credential areas, or they may complete part of the TPA in each of the credential areas. This is a local program decision.

- Candidates in the Early Completion Option (SB 57) of a multiple or single subject Intern program who began that program after July 1, 2008 are subject to the TPA

requirement. For more information, refer to the following CTC leaflet: http://www.ctc.ca.gov/credentials/leaflets/cl840.pdf (Intern Early Completion).

The following types of candidates are not subject to the teaching performance assessment requirement:

- Candidates with sufficient private school teaching experience (SB 57) who are eligible under the provisions of SB 57 to apply directly to the Commission for a multiple or single subject credential are not subject to the TPA requirement. For more information, refer to the following CTC leaflet:
  http://www.ctc.ca.gov/credentials/leaflets/cl834.pdf (Private School).

- Candidates with sufficient Peace Corps experience who are eligible to apply directly to the Commission for a multiple or single subject credential are also not subject to the TPA requirement. For more information, refer to the following CTC leaflet: http://www.ctc.ca.gov/credentials/leaflets/cl535.pdf (Peace Corps).

Components of the California Teaching Performance Assessment (CalTPA) Model

The California Teaching Performance Assessment is performance-based assessment system. The CalTPA measures salient features of the *Teaching Performance Expectations* (TPEs) through the four tasks described briefly below and in greater detail in the *Candidate Handbook*. During the teacher preparation program sequence, the CalTPA provides formative feedback to candidates about their progress toward meeting the TPEs.

The CalTPA is also a summative assessment as to whether the candidate has successfully demonstrated mastery of the TPEs. Candidates must demonstrate this mastery via the teaching performance assessment as one basis for the recommendation for the preliminary credential.

THE CalTPA MODEL

A. CalTPA Component: The Four Candidate Performance Tasks

The four CalTPA tasks are:

- **Subject-Specific Pedagogy**

  This written task presents four case studies that require the candidate to relate subject matter skills and knowledge in accordance with K-12 Student Academic Content Standards to specific teaching methods and instructional approaches appropriate to the particular discipline.

  The Subject-Specific Pedagogy task in the CalTPA is the only task that is not required to be completed with actual K-12 students.

- **Designing Instruction**

  This five-step written task requires the candidate to make appropriate connections between what the teacher knows about the students in his/her class and instructional planning based on state K-12 Academic Content Standards for those students. Planning must include the whole class and two specific focus students (an English learner and a student with a different instructional challenge). In this task, candidates also reflect on how they connected instructional planning to student characteristics.

  This task must be completed in an actual K-12 setting experience by the candidate. For this task, it is not appropriate for programs to provide the candidate with a video or printed information about a class with whom the candidate has not had personal experience.

- **Assessing Learning**

  This six-step written task requires candidates to demonstrate their ability to design developmentally-appropriate student assessment activities, based on state-adopted academic content standards for students that measure student learning. The candidate learns in depth about two focus students (an English learner and a student with identified special needs) and makes adaptations to the plan based on that information; conducts the assessment activities appropriately; analyzes the student assessment outcomes to plan for student instructional needs; and reflects on the assessment experience.

IMPLEMENTATION MANUAL

This task must be completed during a field experience such as student teaching or intern teaching, where the candidate is providing instruction to actual K-12 students in a classroom setting.

- **Culminating Teaching Experience**

  In this six-step written and video recorded task, the candidate designs a standards-based lesson for a class of students and teaches that lesson to her/his students within the classroom setting, while making appropriate use of class time and instructional resources, meeting the differing needs of two individual focus students within the class (an English learner and a student with a different instructional challenge), managing instruction and interactions with and between students, and assessing student learning.

  Following the lesson, the candidate demonstrates the ability to analyze the strengths and weaknesses of the lesson. To promote reflective practice in teaching and to ensure that all candidates have the opportunity to demonstrate their performance, a 20-minute video of the lesson is made by the candidate and reviewed by the assessor.

  This task must be completed during a field experience such as student teaching or intern teaching, where the candidate is providing instruction to actual K-12 students in a classroom setting.

CalTPA Tasks and the TPEs

Each CalTPA task measures the *Teaching Performance Expectations* in multiple ways. In the first in the series of tasks, *Subject-Specific Pedagogy*, the candidate responds to case studies where all the information needed is provided. In the second task in the series, *Designing Instruction*, candidates plan instruction but are not required to actually teach the planned lesson. The third and fourth tasks, *Assessing Learning* and *Culminating Teaching Experience*, require that the candidate be in a field experience setting where they are teaching actual K-12 students either as a student teacher or as an intern.

Each task contains explicit prompts and/or questions to which the candidate responds. Within each task, the prompts are organized into steps to scaffold the responses. In each task the candidate is required to focus on the class as a whole as well as on two particular students, one an English learner, the other a student with special needs or, depending on the task, a student who presents a different instructional challenge.

THE CalTPA MODEL

Sequencing the Four CalTPA Tasks

The CalTPA model is intended to be used in the order in which the tasks are presented (i.e., *Subject-Specific Pedagogy; Designing Instruction; Assessing Learning; and Culminating Teaching Experience*). Although programs may present a rationale for an alternative sequence for one or more of the tasks, the *Assessing Learning* and the *Culminating Teaching Experienc*e tasks must be completed during a field experience such as student teaching or intern teaching, where the candidate is providing instruction to actual K-12 students in a classroom setting.

B. CalTPA Component: Assessor Training

Program-Level Assessors

Each Commission-approved multiple and single subject teacher preparation program using the CalTPA model should have a pool of qualified, trained and calibrated program-level assessors to assess candidate CalTPA responses. These individuals are qualified education professionals who may be college and/or university teaching faculty, field supervisors, master teachers, K-12 teachers, supervisors, support providers, administrators, retired faculty, teachers and/or administrators who are selected based on their ability to meet professional standards for accomplishing rubric-based scoring. In order to meet local needs, teacher preparation program sponsors may choose to establish a consortium in order to share a common pool of assessors.

Foundations/Orientation Training

All CalTPA Program Assessors receive training in a prescribed manner. The initial training activity in the sequence is participating in the one-day Foundations/Orientation Training. This activity uses training materials developed and provided by the CalTPA model. Successful completion of the Foundations/Orientation Training is required before an assessor can move on to task-specific training. The Foundations/Orientation Training is also open to any interested individual who wants to become more familiar with the CalTPA, but who may not plan to become an assessor of candidate responses.

IMPLEMENTATION MANUAL

Task-Specific Training

Once a prospective program-level assessor has successfully completed Foundations/ Orientation Training, he/she may move on to one or more of the task-specific trainings. Task-specific program assessor training is offered for each of the four tasks, *Subject-Specific Pedagogy, Designing Instruction, Assessing Learning, and Culminating Teaching Experience.* Each two-day task-specific training is devoted to an in-depth exploration of the specific task, its rubric and scoring process. Participants practice scoring Benchmark Cases, and then must calibrate on Independent Scoring Cases.

Each assessor must successfully complete task-specific training in the task for which he/she will be assessing candidate CalTPA responses. For example, if a program selects an assessor to score only one task, that assessor must successfully complete training in just that task; if the assessor will score more than one task, then the assessor must successfully complete the two-day task-specific training in each of those tasks.

Consistent Training Process and Materials

The CalTPA model requires that all program-level assessors be trained on the tasks in the same way, using the same materials. To ensure fairness to candidates and consistency in the administration of the CalTPA, all of the training materials, both printed and visual, are to be used as designed. Each teacher preparation program using the CalTPA should have a designated CalTPA Coordinator. The CalTPA Coordinator is provided by the Commission with access to the training materials. Programs may offer task-specific assessor training in a different time configuration than that stated within the training materials. For example, programs may use a Friday evening through Saturday afternoon training time frame rather than two work weekdays.

Assessor Review and Retention

Program sponsors using the CalTPA have an obligation to assure that only qualified assessors are scoring candidate CalTPA responses, and that candidates are treated equitably and fairly in the scoring process. Programs must therefore periodically review the performance of assessors, provide recalibration opportunities for assessors whose performance indicates they are not maintaining their calibration with the established performance scoring rubric(s), and retain only those assessors who are consistent and accurate in their scoring of candidate responses.

Recalibration of Program Assessors

In January 2009, the Commission adopted revised preliminary teacher preparation program standards. As part of that revision, Program Standard 19 now stipulates that assessors must complete a recalibration process on an annual basis (see the Reference section for the full text of the standards). The CalTPA model further requires that assessors who have not scored candidate TPA responses within a six-month period must participate in a recalibration process prior to scoring candidate responses again.

Program sponsors have latitude in establishing a process for recalibration that best suits their particular program. The Commission provides an online recalibration tool. Access to this tool is available to the CalTPA Coordinator for each program. In addition, programs may take other approaches to recalibration. For example, programs might create a recalibration process based on their own cases, which have been double-scored with the same score reached in each scoring. Programs could conduct recalibration based on individual assessor needs; programs could also consider holding regular calibration sessions on a double-scored (with the same scored reached in each scoring) response and after the calibration process is complete, discuss the response for the purpose of professional development.

The following is the description of the Commission's online recalibration process. Every six months, three task responses and blank ROEs are posted to the online calibration site. Assessors needing recalibration download these materials, score the responses in the prescribed manner, and submit the completed ROEs to the program's designated Lead Assessor (see below). The Lead Assessor will then compare the scores submitted by the assessor to the official posted score(s) for the posted task(s). Assessors must score two of the three task responses on point to establish recalibration. If an Assessor fails to meet the two-out-of-three on-point requirement, the Lead Assessor in consultation with the program's CalTPA Coordinator will need to either use a different method for the assessor to establish recalibration, wait until the next set of new task responses are posted to the Commission's online recalibration site to establish recalibration, or discontinue using this assessor. Whatever the approach taken by the program, the assessor may not score candidate responses until he or she has documented calibration status.

C. CalTPA Component: Lead Assessors

Program sponsors implementing the CalTPA are encouraged to identify a Lead Assessor for their program. Only programs may designate an individual to be a Lead Assessor. Individuals may not propose themselves, and they may not sign up for Lead Assessor training unless they are sponsored by a program. The Lead Assessor's role is to assure the continuing quality of assessor scoring of candidate CalTPA responses, verify and assist in maintaining assessor calibration status, and serve as a resource to the program's CalTPA Coordinator, especially if the Coordinator is not a trained assessor. Lead Assessors may also conduct local program-level assessor training. Lead Assessors must maintain their calibration status on a continuous basis, and must be sponsored by a teacher preparation program in order to serve as a Lead Assessor. Programs who discontinue the sponsorship of a Lead Assessor should notify Commission staff (see contact information at the end of the Manual).

Lead Assessors must have successfully completed assessor training for all four CalTPA tasks, must also have completed the additional Lead Assessor training conducted by Commission staff before serving in the role of Lead Assessor, and must also be sponsored by a teacher preparation program in order to continue serving as a Lead Assessor.

CalTPA Coordinators should assure the continuous calibration status of Lead Assessors. Programs may accomplish recalibration of Lead Assessors through using double-scored candidate cases or other appropriate approaches.

D. CalTPA Component: Implementation Procedures and Requirements

Each teacher preparation program implementing the CalTPA has both the freedom and the responsibility of implementing the CalTPA within the program's existing configuration and structure. However, the program must also implement the CalTPA as it has been designed and validated for use with teacher candidates. This section of the *Implementation Manual* provides guidance to programs on both implementing the model in a manner that is consistent with the model's design, and embedding the CalTPA within the program.

THE CalTPA MODEL

Implementing the CalTPA Model as Designed

Selection and Role of the CalTPA Program Coordinator

Programs implementing the CalTPA should identify a TPA Coordinator who will have the overall responsibility for the implementation of the CalTPA. Below are some suggested qualifications for TPA Coordinators:

A TPA Coordinator should:

- Have a working knowledge of the CalTPA, including Foundations and all four of the candidate tasks

- Be a permanent employee such as a faculty member or other staff member

- Understand and be able to address candidate and assessor privacy issues

- Be able to use technology to assist in tracking the various elements of the CalTPA, including teacher candidate tasks, scores, and remediation, as well as assessor scoring, double-scoring and current calibration status of assessors

- Be able to maintain records of all phases of CalTPA implementation and integration for future CTC accreditation visits

- Be able to coordinate local CalTPA assessor trainings with the program's Lead Assessor in order to maintain a currently calibrated assessor pool

Embedding the CalTPA within the Program

Each teacher preparation program must embed the CalTPA tasks within the program's regular coursework and field experiences as appropriate to the structure and design of the program. The CalTPA should not be a separate activity outside the regular scope and activities of the program. Programs must inform, advise and support candidates throughout the CalTPA process.

Required Use of Authorized CalTPA Candidate and Training Materials

The CalTPA was in a pilot phase from 2000-2006. During that time, some programs voluntarily chose to implement all or parts of the model, and within that process, programs had been able to modify forms and/or procedures to fit their own needs and purposes. However, since statewide implementation of the TPA requirement became mandatory as of July 1, 2008,

programs may now use only the Commission-authorized and Commission-provided candidate and assessor training materials, including the four Candidate Tasks, Scoring Rubrics, Assessor Training materials, and Record of Evidence (ROE). Programs may not modify or alter the form, format, language, or any other aspect of these materials, whether in print form or online format. Following these policies will ensure equity and fairness to all candidates, and will also assure that CalTPA results will be generalizeable across programs. Materials used by candidates are available on the Commission's TPA website at www.ctc.ca.gov/educator-prep/TPA.html.

All current CalTPA assessor training materials and assessor recalibration tasks are posted on a secure website. The teacher preparation program is responsible for the security and proper use of these materials. Access to this website is given to the program's CalTPA Coordinator. CalTPA Coordinators may work collaboratively with their Lead Assessors in accessing these materials for local training purposes as needed. Programs may not repost any of these materials on their institution's website or on a third party website; doing so is a violation of test security protocol. Programs have received one set of the DVDs that accompany the *Culminating Teacher Experience* task training and may duplicate these DVDs only for training use within the program.

The CalTPA Tasks and the *Candidate Handbook* are posted on the CTC website at www.ctc.ca.gov/educator-prep/TPA-program-materials.html. Programs should link to these materials on the CTC website directly rather than uploading them to the program's own website. Doing so will ensure that faculty and candidates are accessing the current materials.

Passing Score Standard and Scoring Procedures

Programs must complete the scoring of candidate responses according to the CalTPA's established scoring procedures, as specified below.

Commission-Adopted Passing Score Standard

The CalTPA passing score standard adopted by the Commission is that teacher candidates must achieve a minimum cumulative score of 12 across the four tasks of the CalTPA with no score lower than 2 allowed on any task. Individual programs may set a higher passing score standard for their candidates.

Unaided Candidate Work Submitted for Scoring

Candidate responses on each of the CalTPA tasks that are submitted for scoring should represent the work of that candidate without benefit of feedback from any other person associated with the teacher preparation program (including course instructors, assessors, the TPA Coordinator, a master/mentor/cooperating teacher, supervisors, fellow students, and similar individuals).

Candidates learn and experience the topics of the TPA throughout their coursework and field experience. Within the coursework assignments and activities, candidates receive feedback from instructors and fellow candidates. Within the field experience component of the program, candidates receive feedback from master teachers/support providers and supervisors. For example, a methodology class would include assignments related to lesson design, and an educational psychology class would include assignments related to student assessment. The instructor provides feedback to candidates relative to the TPEs addressed within the coursework and assignments. During field experiences, candidates are trying out what they have learned and they receive feedback on their performance from the supervisor and the master teacher. These activities and experiences provide opportunities for candidates to "practice the activities of the TPA" and to synthesize their learning relative to the TPEs. Candidate responses to the actual TPA tasks, however, represent a separate and distinct assessment activity that candidates complete on their own and for which they do not receive any of these types of feedback.

Some programs have connected candidate CalTPA task responses to a course grade. In this case, care must be taken to ensure that the task response scored for the TPA is submitted and scored without benefit of feedback from the course instructor.

Double-scoring Requirement

Programs are required to double-score a minimum of 15% of the total responses to each CalTPA task each year. Programs may choose to double-score a higher percentage of candidate responses. The purpose of the double-scoring requirement is to assure ongoing inter-rater reliability and fairness to all candidates. The results of the double-scoring process may also be used by programs to review the reliability of assessors' scoring for assessor retention purposes and/or to identify assessors who need to be recalibrated before they continue scoring candidate responses.

Scoring of the Subject-Specific Pedagogy Task

The *Subject-Specific Pedagogy* task contains four separate Case Studies. All four Case Studies within the *Subject-Specific Pedagogy* task must be scored as a unit by the same assessor.

Avoiding Potential Bias in Scoring

To maintain candidate and assessor privacy as well as to avoid potential bias in scoring, both candidates and assessors should be assigned a unique identifier by the CalTPA Coordinator. This identifier should be used consistently by candidates when submitting responses to each of the four CalTPA tasks for scoring purposes, and should also be used consistently by assessors during the scoring process. The name of the candidate should not be used on candidate responses submitted for scoring purposes, and the name of the assessor should not appear on the Record of Evidence; only the unique identifier should be used on these documents.

In the case of the *Culminating Teaching Experience* task, where the candidate must submit a video of his/her teaching, the assessor might know and/or be able to identify the candidate. If the assessor feels that there could be an undue bias due to a past association with that teacher candidate, then a different assessor should score that response.

Retaking the TPA

Candidates who are not successful on one or more of the CalTPA tasks must be provided a minimum of one additional opportunity to retake the task(s). Individual Program sponsors may determine the number of additional opportunities candidates are allowed to retake a task beyond the mandatory one additional opportunity.

Level of Help during Remediation

When doing remediation of a CalTPA task, the person doing that remediation may review the candidate's completed task and the assessor's completed Record of Evidence (ROE) before he/she meets with the candidate. This information can help guide the remediation session. Individuals providing remediation should be careful not to show or to share the completed ROE directly with the candidate. Remediation should focus on helping the candidate

understand the task and what is being asked by the prompts. The candidate's response must remain the unaided work of the candidate.

Candidate Appeals Process

Candidates who want to appeal their CalTPA results should follow the established institutional appeals process of their teacher preparation program sponsor.

Accommodations for Candidates with Special Needs

Programs should follow the institution's established policies regarding appropriate accommodations for students with disabilities.

English Learner Requirement

All candidates must have experience with English learner students, as required in the SB 2042 Teacher Preparation Program Standards and as required by the CalTPA for the *Designing Instruction*, *Assessing Learning* and *Culminating Teaching Experience* tasks. The requirement for candidates to have experiences with English learners may not be waived by a teacher preparation program. These K-12 students should have documented EL needs, such a CELDT score within the lower to mid-range of English proficiency. The program should provide guidance to students on meeting the EL requirement, including providing candidates with field experiences at sites that have English learner students, and on helping candidates select appropriate EL focus students for the three CalTPA tasks identified above. It would not be helpful, for example, for candidates to choose a focus student who has a high CELDT score or one who has been reclassified as English proficient as these students are not likely subjects for demonstrating candidate abilities in the this area. Candidates should also be advised to choose a different English learner student for each of the three performance tasks, *Designing Instruction*, *Assessing Learning*, and *Culminating Teaching Experience*.

Single subject candidates preparing for a credential in Languages Other Than English, and candidates who are in a bilingual immersion setting, who are delivering instruction entirely in the target language, however, may choose another student with a different instructional challenge rather than an English learner.

Students with Special Needs Requirement

All candidates must have experience with students with Special Needs, as required in the SB 2042 Teacher Preparation Program Standards and as required by the CalTPA for the *Designing Instruction, Assessing Learning* and *Culminating Teaching Experience* tasks. The requirement for candidates to have experiences with students with special needs may not be waived by the program. In the *Designing Instruction* and *Culminating Teaching Experience* tasks, the focus student is one who presents a different instructional challenge, a challenge different from the class as a whole and different from that of the English learner. The *Assessing Learning* task requires this student to have an identifiable special need, such as a 504 Plan, and IEP, or be identified as Gifted or Talented.

Permissions for Student Work Samples and for the Video Requirement

As part of their responses to the *Assessing Learning* and the *Culminating Teaching Experience* tasks, candidates are required to submit sample work from selected K-12 students in the class. Written permission must be obtained for all student work included in the task response.

As part of their response to the *Culminating Teaching Experience* task, candidates are required to submit a 20-minute continuous and unedited video of their classroom teaching with K-12 students. Appropriate written permission must be obtained from each individual, whether student or adult, who will appear in the video.

The teacher preparation program should inform candidates about the requirement to obtain written permission for both the K-12 student work samples and the video. The program should assist candidates as needed in identifying the policies and procedures regarding the use of permission forms within the field placement setting where the candidate will be completing these tasks. Programs may also assist candidates as needed to follow the procedures for obtaining written permissions as prescribed by the district or local education agency.

Candidate Records

Program sponsors should treat and maintain candidate records of performance on the teaching performance assessment as part of their overall student records in accordance with institutional policies and practices concerning official student records. Program sponsors will also want to take into consideration the maintenance and availability of aggregate candidate

data for accreditation purposes (see the chapter on Data Collection). Program sponsors should dispose of any TPA-related records and materials in a secure and confidential manner.

Program sponsors should retain complete candidate CalTPA responses, including student work samples, signed permission forms, video, and ROEs for at least an accreditation cycle. These materials may be stored in their original paper format or scanned and stored electronically.

Statutory Uses of the Teaching Performance Assessment

Education Code section 44230.2 (see References section) requires the following uses of the teaching performance assessment:

- Formative information for use by the candidate.
  Program sponsors address this statutory requirement by providing results of performance on the TPA to candidates.

- Summative information as one basis for the recommendation of a candidate for a credential

- Program sponsors address this statutory requirement by assuring that candidates have met the teaching performance assessment requirement before they recommend the candidate for a preliminary multiple or single subject credential.

- Evidence of program effectiveness
  Program sponsors address this requirement by reviewing individual and aggregate candidate outcomes data relative to candidate performance on the teaching performance assessment, particularly with respect to candidate mastery of the TPEs, and by using this information to help improve the program as needed.

- Formative information for use in an induction program
  Program sponsors address this requirement by reporting TPA results to candidates in a manner that is useable by an induction program to help develop the individual induction plan for that candidate. Programs may suggest to candidates that they share their TPA results with induction program sponsors and/or personnel, and they may ask candidates for permission to share their teaching performance assessment results

with a Commission-approved induction program. However, because of candidate privacy rights, teacher preparation programs may not require candidates to share their TPA results with induction programs.

E. CalTPA Component: Technical Assistance to Program Sponsors

The Commission provides technical assistance to program sponsors upon request. Technical assistance includes the Foundations/Orientation training, TPA Coordinators Network meetings, informational materials on the CalTPA website (www.ctc.ca.gov/educator-prep/TPA.html), and a dedicated TPA mailbox for questions and concerns (tpa@ctc.ca.gov). Program sponsors may also contact TPA staff (see Contact Information at the end of the Manual).

IMPLEMENTATION MANUAL

CalTPA

CALIFORNIA TEACHING PERFORMANCE ASSESSMENT

Data Collection Pertaining to All Programs

All teacher preparation programs are responsible for reporting TPA outcomes data to the Commission. The following memo was provided to all California preliminary teacher preparation programs regarding data collection. (*Program Sponsor Alert* # 09-01, dated, March 17, 2009).

Summary

2008-09 is the first year of mandated implementation of the Teaching Performance Assessment (TPA) requirement. The requirement applies to all multiple and single subject candidates who began their teacher preparation program on or after July 1, 2008.

Teacher preparation program sponsors will need to collect and report candidate-level data for the results of the teaching performance assessment (TPA). This data collection and reporting requirement applies to all approved multiple and single subject teacher preparation program sponsors, regardless of the specific teaching performance assessment model used by the program.

Key Data Collection Provisions

Data collection and reporting will be done by all multiple and single subject teacher preparation program sponsors on an annual basis for both individual candidate-level data and aggregate program-level data. During the first year of TPA implementation (2008-09), a more limited data collection will be conducted in order to allow programs to more fully develop their capacity to collect and report TPA-related data. Attachment A [Common Data Elements to be Reported following in this document] provides the specific details about the data to be collected and reported by all programs, regardless of the TPA model used, in April 2010 for the 2008-09 program year.

Note: *For CalTPA model users only*, reporting for 2008-2009 will apply to all multiple subject candidates and to single subject candidates in the four core areas of English, Mathematics, History-Social Science, and Science. Data reporting for CalTPA model users will include all multiple subject and all single subject candidates beginning in the 2009-10 year.

In future years, the data to be collected and reported will be expanded to better allow for TPA-related research. Examples of several of these types of data are provided in Attachment B [Examples of Future Data Elements following in this document] so that programs may use this information for future planning. Each TPA program model (CalTPA, FAST and PACT) may also require programs to report additional data specific to the implementation and outcomes of that model. The developer of each TPA model will provide information about data collection elements separately to program sponsors implementing the model.

Since some candidates may retake a given TPA task, event or activity, program sponsors should be aware that the score for each candidate response to the TPA that was officially scored is to be recorded, with the date of the response, regardless of whether the candidate was successful on the response. Intern program sponsors should also note that Early Completion Option (ECO) candidates must pass the TPA on their FIRST attempt, and therefore program ECO candidate records should be annotated accordingly.

Important Dates

The first candidate TPA data reporting will be **April 2010** and annually in April of each year thereafter. The annual reporting period will include all candidates who took the teaching performance assessment during the period of July 1 through June 30 of the prior academic year.

Format for Data Reporting

Although final details for the format of data reporting are still being developed, it is anticipated that program sponsors may follow a process similar to the Title II reporting process, where data is uploaded to an Excel file or a similar data format. Once an upgrade to the credentialing system is completed, it is expected that this information will be submitted through a secure electronic process much like credential recommendations. Further information about the data format for reporting TPA candidate data will be provided to program sponsors as it becomes available.

Data Elements Pertaining to All Programs

Common Data Elements to be Reported

All approved Multiple and Single Subject preparation programs will submit the following data:

Data Element	Description
Candidate ID	A unique identifier—the same identifier used each time data is submitted for this candidate
Program Sponsor	The approved preparation program
Program TPA Model	Identification of the approved model—CalTPA, PACT, FAST
Candidate highest degree previously earned	The highest degree held by the candidate—None, Bachelor's, Master's, Doctorate
Candidate Ethnicity (Optional)	The candidate's ethnicity, select from one or more options
Candidate Gender	Male or Female
Candidate Native English Speaker	Yes or No
If not native speaker, name of language	Name of primary language
Candidate's scores on tasks--Submitted **each time** the candidate completes a task – also includes date of each score	Cal TPA—Score on each of the 4 tasks, plus date PACT—Score on each of the 11 rubrics, plus date FAST— S core on each of the 4 tasks, plus date
Candidate Initial Task	Indicate if this is the score is for the initial time the task is completed
Program Delivery System	Title II—narrative description.

DATA COLLECTION

Common Data Elements Already Collected

Related data elements already collected by Title II and through the application for a credential and therefore not duplicated in the above list:

Data Element	Where Collected Now	Description
Candidate Age	Collected as part of credential application	The candidate's age
Candidate route used to satisfy subject matter	Collected as part of credential application	Satisfaction of the subject matter requirement by passage of an examination or completion of an approved subject matter preparation program
Program Model	Collected as part of credential application	Description of the types of program models: is the candidate an intern or student teacher.
Candidate Credential	Collected as part of credential application	Multiple Subject or Single Subject—identify the subject for initial credential.
Candidate Additional Credential	Collected as part of credential application	Multiple Subject or Single Subject—identify the subject for additional credential.

Examples of Future Data Elements

Examples of additional data elements to be collected in the future:

Event*: Grade level or Subject area	The grade level/or subject area where the candidate is teaching when the event is completed
Event: Number of students in the class	The number of students in the class
Event: Number of EL students in the class	The number of students in the class who are identified as English learners
Event: Achievement level of most of the	Far below, Below, At Grade level, Above Grade Level

class	
Event: Number of students with IEPs or Section 504 plans	The number of students in the class who have IEPs or Section 504 plans
Event: Degree of constraint on instructional planning	Degree of constraint on instructional planning: • Required to follow cooperating teacher or school or district instructional plans, instructional materials and/or assessment plan • Not required to use teacher/district/school instructional plans, instructional materials or assessments but did so voluntarily • Developed own instructional plan/selected own instructional materials and/or assessments
Event: Number of GATE students in the class	The number of students in the class who are identified as GATE
Event: school site for the event	The school site where the individual completes the teaching event, the culminating teaching event or FAST observation lesson

*Event= Teaching Event in PACT, the Culminating Teaching Experience task in CalTPA, and the observed lesson for FAST

Additional Data Collection Specific to the CalTPA Model

Program sponsors will be provided with further information about CalTPA-specific data collection in future communication with the field. In the meantime, however, program sponsors are reminded that Teacher Preparation Program Standards 17–19 require programs to assure that their assessors are calibrated and that assessors maintain their recalibration status (see Reference 2 following). Programs are also responsible for assuring the reliability of the assessment process by reviewing both assessor scoring data and the results of the required double-scoring of candidate responses to each CalTPA task. These data are to be used by programs for program improvement purposes, and they are also reported as part of the accreditation process through the biennial reports.

Section IV:
Reference Materials

IMPLEMENTATION MANUAL

CalTPA
CALIFORNIA TEACHING PERFORMANCE ASSESSMENT

Reference 1

Education Code 44320.2

(a) The Legislature finds and declares that the competence and performance of teachers are among the most important factors in influencing the quality and effectiveness of education in elementary and secondary schools.

(b) Commencing July 1, 2008, for a program of professional preparation to satisfy the requirements of paragraph (3) of subdivision (b) of Section 44259, the program shall include a teaching performance assessment that is aligned with the California Standards for the Teaching Profession and that is congruent with state content and performance standards for pupils adopted pursuant to subdivision (a) of Section 60605. In implementing this requirement, institutions or agencies may do the following:

(1) Voluntarily develop an assessment for approval by the commission. Approval of any locally developed performance assessment shall be based on assessment quality standards adopted by the commission, which shall encourage the use of alternative assessment methods including portfolios of teaching artifacts and practices.

(2) Participate in an assessment training program for assessors and implement the commission developed assessment.

(c) The commission shall implement the performance assessment in a manner that does not increase the number of assessments required for teacher credential candidates prepared in this state. Each candidate shall be assessed during the normal term or duration of the preparation program of the candidate.

(d) Subject to the availability of funds in the annual Budget Act, the commission shall perform all of the following duties with respect to the performance assessment:

(1) Assemble and convene an expert panel to advise the commission about performance standards and developmental scales for teaching credential candidates and the design, content, administration, and scoring of the assessment. At least one-third of the panel members shall be classroom teachers in California public schools.

(2) Design, develop, and implement assessment standards and an institutional assessor training program for the sponsors of professional preparation programs to use if they choose to use the commission developed assessment.

(3) Establish a review panel to examine each assessment developed by an institution or agency in relation to the standards set by the commission and advise the commission regarding approval of each assessment system.

(4) Initially and periodically analyze the validity of assessment content and the reliability of assessment scores that are established pursuant to this section.

(5) Establish and implement appropriate standards for satisfactory performance in assessments that are established pursuant to this section. The commission shall ensure that oral proficiency in English is a criterion for scoring the performance of each candidate in each assessment.

(6) Analyze possible sources of bias in the performance assessment and act promptly to eliminate any bias that is discovered.

(7) Collect and analyze background information provided by candidates who participate in the performance assessment, and report and interpret the individual and aggregated results of the assessment.

(8) Examine and revise, as necessary, the institutional accreditation system pursuant to Article 10 (commencing with Section 44370), for the purpose of providing a strong assurance to teaching candidates that ongoing opportunities are available in each credential preparation program that is offered pursuant to Section 44320, Article 6 (commencing with Section 44310), Article 7.5 (commencing with Section 44325), or Article 3 (commencing with Section 44450) of Chapter 3 for candidates to acquire the knowledge, skills, and abilities measured by the assessment system.

(9) Ensure that the aggregated results of the assessment for groups of candidates who have completed a credential program are used as one source of information about the quality and effectiveness of that program.

(e) The commission shall ensure that each performance assessment pursuant to subdivision (b) is state approved and aligned with the California Standards for the Teaching Profession and is consistently applied to candidates in similar preparation programs. To the maximum feasible extent, each performance assessment shall be ongoing and blended into the preparation program, and shall produce the following benefits for credential candidates, sponsors of preparation programs, and local education agencies that employ program graduates:

(1) The performance assessment shall be designed to provide formative assessment information during the preparation program for use by the candidate, instructors, and supervisors for the purpose of improving the teaching knowledge, skill, and ability of the candidate.

(2) The performance assessment results shall be reported so that they may serve as one basis for a recommendation by the program sponsor that the commission award a teaching credential to a candidate who has successfully met the performance assessment standards.

(3) The formative assessment information pursuant to paragraph (1) and the performance assessment results pursuant to paragraph (2) shall be reported so that they may serve as one basis for the individual induction plan of the new teacher pursuant to Section 44279.2.

(f) It is the intent of the Legislature that assessments in accordance with paragraphs (1) and (2) of subdivision (b), including the administrative costs of the commission, be fully funded.

Reference 2

SB 2042 Multiple and Single Subject Preliminary Credential Program Standards (2009)

(Section that pertains to the TPA only)

Category E: **Teaching Performance Expectations and the Teaching Performance Assessment**

Standard 16: **Learning, Applying, and Reflecting on the Teaching Performance Expectations**

The planned curriculum of coursework and fieldwork embeds multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE).

As each candidate progresses through the program of sequenced coursework and supervised fieldwork, clearly defined pedagogical assignments within the program are increasingly complex and challenging. The candidate is appropriately coached and assisted so he/she can satisfactorily complete these assignments. The scope of the pedagogical assignments (a) addresses the TPEs as they apply to the subjects to be authorized by the credential, and (b) prepares the candidate for the teaching performance assessment (TPA).

Qualified supervisors formatively assess each candidate's pedagogical performance in relation to the TPEs and provide complete, accurate formative and timely performance feedback regarding the candidate's progress toward meeting the TPEs.

Intern Program Delivery Model:
Each internship program includes a preservice component that provides candidates with the opportunity to develop the requisite knowledge and skills prior to entering the classroom as the teacher of record. The preservice component is delivered in a sustained, intensive and classroom focused manner, and the content of the preservice component includes introductory preparation relative to the TPEs and connects to the remaining preparation that is completed while the intern is serving as the teacher of record.

Standard 17: Implementation of the Teaching Performance Assessment (TPA): Program Administration Processes

The TPA is implemented according to the requirements of the Commission-approved model selected by the program. One or more individuals responsible for implementing the TPA document the administration, scoring, and data reporting processes for all tasks/activities of the applicable TPA model in accordance with the requirements of the selected model. The program adopts a passing score standard and provides a rationale for establishing that passing standard.

The program maintains both program level and candidate level TPA data, including but not limited to individual and aggregated results of candidate performance, assessor calibration status, and assessor performance over time. The program documents the use of these data not only for Commission reporting and/or accreditation purposes, but also for program improvement. The program assures that candidates understand the appropriate use of their performance data as well as privacy considerations relating to candidate data.

The program establishes and consistently uses appropriate measures to ensure the security of all TPA materials, including all print, online, video candidate, and assessor materials. The program also consistently uses appropriate measures and maintains documentation to assure the privacy of the candidate, the K-12 students, the school site and school district, and other adults involved in the TPA process.

Standard 18: Implementation of the Teaching Performance Assessment: Candidate Preparation and Support

The teacher preparation program assures that each candidate receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved teaching performance assessment model selected by the program, the passing score standard adopted by the program, and the opportunities available within the program to prepare for completing the TPA tasks/activities. The program assures that candidates understand that all responses to the TPA that are submitted for scoring must represent the candidate's own unaided work.

The program assures that candidates understand and follow the appropriate policies and procedures to protect the privacy and confidentiality of the K-12 students, teachers, school sites,

school districts, adults, and others who are involved in any of the components of the TPA tasks/activities.

The program provides timely formative feedback information to candidates on their performance on the TPA. The teacher preparation program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance with respect to the TPEs, and to retake the task/activity up to the specified number of times established by the program. The program only recommends candidates who have met the passing score on the TPA for a preliminary teaching credential.

The program provides formative assessment information and performance assessment results to candidates who successfully complete the TPA in a manner that is usable by the induction program as one basis for the individual induction plan. Proposed Standards PSC 3D-35 January 2009

Standard 19: Implementation of the Teaching Performance: Assessor Qualifications, Training, and Scoring Reliability

The teacher preparation program establishes selection criteria for assessors of candidate responses to the TPA. The selection criteria include but are not limited to pedagogical expertise in the content areas assessed within the TPA.

The program provides assessor training and/or facilitates assessor access to training in the specific TPA model(s) used by the program. The program selects assessors who meet the established selection criteria and uses only assessors who successfully complete the required TPA model assessor training sequence and who have demonstrated initial calibration to score candidate TPA responses.

The program periodically reviews the performance of assessors to assure consistency, accuracy, and fairness to candidates within the TPA process, and provides recalibration opportunities for assessors whose performance indicates they are not providing accurate, consistent, and/or fair scores for candidate responses.

The program complies with the assessor recalibration policies and activities specific to each approved TPA model, including but not limited to at least annual recalibration for all assessors, and

uses and retains only TPA assessors who consistently maintain their status as qualified, calibrated, program-sponsored assessors. The program monitors score reliability through a double-scoring process applied to at least 15% of TPA candidate responses.

The program establishes and maintains policies and procedures to assure the privacy of assessors as well as of information about assessor scoring reliability. In addition, the program maintains the security of assessor training materials and protocols in the event that the program uses its own assessors (such as, for example, a designated Lead Assessor) to provide local assessor training.

Reference 3

California Teaching Performance Expectations (TPEs)

A TPE is a statement describing an integrated set of knowledge, skills, and abilities that is significantly related to the job of a teacher, and that Preliminary Teaching Credential candidates in California should know and be able to do. To facilitate a smooth transition to the Induction phase of credentialing, the thirteen TPEs are arranged in categories similar to the California Standards for the Teaching Profession (CSTPs) used by credentialed teachers.

The California Teaching Performance Expectations are:

A. **Making Subject Matter Comprehensible to Students**

TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction

    a. Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

    b. Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

B. **Assessing Student Learning**

TPE 2 – Monitoring Student Learning During Instruction

TPE 3 – Interpretation and Use of Assessments

C. **Engaging and Supporting Students in Learning**

TPE 4 – Making Content Accessible

TPE 5 – Student Engagement

TPE 6 Developmentally Appropriate Teaching Practices

    a. Developmentally Appropriate Practices in Grades K-3

    b. Developmentally Appropriate Practices in Grades 4-8

    c. Developmentally Appropriate Practices in Grades 9-12

TPE 7 – Teaching English Learners

D. **Planning Instruction and Designing Learning Experiences for Students**

TPE 8 – Learning about Students

TPE 9 – Instructional Planning

E.   **Creating and Maintaining Effective Environments for Student Learning**

TPE 10 – Instructional Time

TPE 11 – Social Environment

F.   **Developing as a Professional Educator**

TPE 12 – Professional, Legal, and Ethical Obligations

TPE 13 – Professional Growth

Reference 4

Teacher Preparation Programs Implementing the CalTPA
As of March 2009.

California State Universities
- CSU Bakersfield
- CSU East Bay
- CSU Fullerton
- CSU Long Beach
- CSU Los Angeles
- CSU Pomona
- CSU San Bernardino
- CSU San Marcos
- CSU Stanislaus
- CalStateTEACH

District Intern Programs
- Los Angeles USD
- REACH
- Project Pipeline
- San Joaquin COE (IMPACT)

Private Colleges and Universities
- Alliant International University
- Antioch University (Los Angeles)
- Argosy University
- Azusa Pacific University
- Bethany University Santa Cruz
- Biola University
- California Baptist University
- California Lutheran
- Chapman University
- Claremont Graduate University
- Concordia University
- Dominican University

- Fresno Pacific University
- Hebrew Union College
- Hope International University
- InterAmerican College
- John F. Kennedy University
- La Sierra University
- Loyola Marymount University
- The Master's College
- Mount St. Mary's College
- National Hispanic University
- National University
- Occidental College
- Pacific Oaks College
- Pacific Union College
- Patten University
- Pepperdine University (Blended)
- Pt Loma Nazarene University
- San Diego Christian College
- Santa Clara University
- Simpson University
- Touro University
- University of La Verne
- University of Phoenix
- University of Redlands
- University of San Francisco
- Vanguard University
- Western Governors University
- Westmont College
- Whittier College
- William Jessup University

Reference 5

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www.ctc.ca.gov/educator-prep/TPA.html